

SCHOOL IMPROVEMENT Year One

The following actions are required for districts with buildings in year one of school improvement:

1. Public School Choice – Students in buildings (in multiple attendance areas) must be given an opportunity to transfer to a school in the district that is not in school improvement*. The actual number of students who can make the transfer should be determined by the number of slots available in other buildings. Districts are not required to negate their class size policies or to displace students already enrolled in a building not in school improvement.

Suggested steps to be taken:

- Determine slots available in buildings not in school improvement.
- Notify parents in buildings in school improvement of steps being taken to improve student achievement and of their potential to transfer their children to another building in the district that is not in school improvement. Notify them of the process and the time line for requesting a transfer. Also inform them of the number of slots available by grade level and building.
- In cases where there are more requests for transfer than there are slots available, priority must be given to the lowest-performing students (step 1) in math and communication arts who are on free/reduced lunch.
- Reserve at least 10 percent of the district's Title I allocation to pay the costs of transporting students to their new school.

*If there are no schools at the same level that are not in school improvement in the district, the school choice option does not apply.

2. Revision of the building's Comprehensive School Improvement Plan (CSIP) – Each building in school improvement must revise its CSIP to include the following:
 - The implementation of research-based instructional strategies in reading/communication arts and math.
 - Practices and strategies that will allow ALL subgroups of students (major racial and ethnic groups, economically disadvantaged/free-reduced lunch students, students with disabilities, and students with limited English

proficiency) in the building to read and do math on grade level by 2014.

- A plan for how the building will spend not less than 10 percent of the Title I funds made available to the building for each year the building is in school improvement on high-quality professional development for teachers and principals that:
 - directly addresses research-based instruction in reading/communication arts and math,
 - is provided in a manner that allows for optimum participation of ALL teachers and administrators. (See attachment on professional development.)
- The establishment of specific annual objectives in reading/communication arts and math that allow ALL children to be working at grade level by 2014.
- Implement strategies to promote effective parental involvement.
- Provide opportunities for extended learning activities before school, after school, and summer school for preschool-age children.
- Incorporation of a teacher mentoring program.

This revision of the CSIP must be complete and ready to implement by November 30, 2002.

SCHOOL IMPROVEMENT Year Two

The following actions are required for districts with buildings in year two of school improvement:

2. Public School Choice must continue to be offered with transportation costs paid for out of the Title I allocation.
3. The building's Comprehensive School Improvement Plan should be reviewed for effectiveness and implementation continued.
4. Fifteen percent of each building's allocation must be used to provide high-quality professional development to ALL teachers and principals.
5. Supplemental Services: For the second year of a building in school improvement, the district must arrange for the provision of supplemental services. Supplemental services are defined as tutoring and other supplemental academic services that are in addition to instruction provided during the school day and are high-quality, research-based, and specifically designed to increase achievement of eligible children on state assessments. Priority for these services must go to low-achieving children who are on free/reduced lunch, if parents of these students request services. DESE is responsible for developing and maintaining a list of approved supplemental services. The district may also be a provider of supplemental services. The district is not required to provide transportation to supplemental services.

Suggested steps are:

- Notify parents at the beginning of the year explaining supplemental services and the process for requesting services.
- Inform parents of the providers with a brief description of services, qualifications, and demonstrated effectiveness of such provider.
- If requested, assist parents in choosing a provider.
- Not disclose the identity of students receiving supplemental services without written permission of parents.
- Enter into an agreement with providers and parents that includes:
 - Specific achievement goals
 - How student progress will be measured
 - Timetable for improving achievement

- Description of how parents, students, and teacher(s) will be informed of progress
- Provisions for the termination of such agreement if provider is unable to meet goals and timetable
- Provisions for making payments to the provider
- Prohibits the provider from disclosing the identity of any students eligible for or receiving services.

CHARTER SCHOOLS
NO CHILD LEFT BEHIND
SCHOOL IMPROVEMENT
Year Two

The following actions are required for districts with buildings in year two of school improvement:

6. The building's Comprehensive School Improvement Plan (CSIP) should be reviewed for effectiveness and implementation continued.
7. Fifteen percent of each building's allocation must be used to provide high-quality professional development to ALL teachers and principals.
8. Supplemental Services: For the second year of a building in school improvement, arrangements must be made for the provision of supplemental services. Supplemental services are defined as tutoring and other supplemental academic services that are in addition to instruction provided during the school day and are high-quality, research-based, and specifically designed to increase achievement of eligible children on state assessments. Priority for these services must go to low-achieving children who are on free/reduced lunch, if parents of these students request services. DESE is responsible for developing and maintaining a list of approved supplemental services. The school may also be a provider of supplemental services. The school is not required to provide transportation to supplemental services.

Suggested steps are:

- Notify parents at the beginning of the year explaining supplemental services and the process for requesting services.
- Inform parents of the providers with a brief description of services, qualifications, and demonstrated effectiveness of such provider.
- If requested, assist parents in choosing a provider.
- Do not disclose the identity of students receiving supplemental services without written permission of parents.
- Enter into an agreement with providers and parents that includes:
 - Specific achievement goals
 - How student progress will be measured
 - Timetable for improving achievement
 - Description of how parents, students, and teacher(s) will be informed of progress

- Provisions for the termination of such agreement if provider is unable to meet goals and timetable
- Provisions for making payments to the provider
- Prohibits the provider from disclosing the identity of any students eligible for or receiving services.

SCHOOL IMPROVEMENT

Year One

Any school that receives Title I funding that fails for two consecutive years to make Adequate Yearly Progress (AYP) will be identified for school improvement.

- A district may choose to use data from only Title I students.

School Choice:

- Notify parents not later than the first day of school of their choice options.
- Priority for transfer shall be given to the lowest-achieving students from low-income families.

- If the principal or a majority of parents believe the identification is in error, the principal may provide supporting evidence and a final determination must be made within 30 days of the presentation of evidence.

School Plan:

- In consultation with parents, school staff, district staff, outside experts.
- Incorporate research-based strategies that will strengthen the core academic subjects and will address the specific issues that caused them to be identified.
- Adopt policies and practices that have the greatest likelihood of ensuring that all groups of students will be proficient in communication arts and math by 2014.

- Specify how at least 10 percent of the building's Title I funds will be used for high-quality professional development that will directly address the cause(s) for being identified for school improvement.
- Establish annual, measurable objectives for continuous and substantial progress by all students by 2014.
- Describe how the school will provide written notice to parents.
- Specify the responsibilities of the school, the district, and DESE.
- Include strategies to promote effective parent involvement.

- Incorporate extended-day and school year activities.
- Incorporate a teacher mentoring program.
- To be implemented over a two-year period.

SCHOOL IMPROVEMENT

Year Two

- Continue to offer school choice.
- Make supplemental services available to low-performing children from low-income families.
- Continue to implement the school improvement plan.

CORRECTIVE ACTION

- System implemented by the district.
- Continue choice; supplemental services.
- Continue to provide technical assistance.
- At least one of the following:
 - Replace school staff who are relevant to the failure to make AYP.
 - Institute and fully implement a new research-based curriculum supported with high-quality professional development.
 - Significantly decrease the management authority at the school level.
 - Appoint an outside expert to advise the school on its progress toward making AYP.
 - Extend the school year or the school day for that school.

- Restructure the internal organization of the school.

STATE EDUCATION AGENCY REQUIREMENTS

- Technical Assistance.
- Corrective action for district if they fail to carry out their responsibilities.
- Ensure that all buildings receive assessment results before identification takes place.
- Notify the Secretary of major factors affecting student academic achievement.